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ABSTRACT

This booklet lists the organizers and describes the agenda of a conference on the theme of respect for, and understanding of, cultural differences as the basis of global community. Workshop sessions are described and three keynote speeches are reprinted, together with four student essays that best captured the conference's theme. The keynote speeches generally promoted bicultural and bilingual education as means of opening up students' understanding of the world. Ted Mala (director of the Institute for Circumpolar Health Studies at the University of Alaska, Anchorage) emphasized the value of programs which allow Native Alaskans to communicate with their circumpolar counterparts in the Soviet Union across the Bering Straits. Howard Rainier (assistant director of the American Indian Studies Program at Brigham Young University, Provo, Utah) stressed the value of multicultural education as nurturing a sense of Native pride. Janie Leaske (member of the Alaska State Board of Education and president of the Alaska Federation of Natives, Anchorage) offered statistical analysis of Native Alaskan education, emphasizing the necessity of improving bilingual/multicultural programs. (TES)

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Respecting Differences

The Hope for a Global Community

The 15th Annual
Bilingual Multicultural Education Conference
January 30 – February 3, 1989
Anchorage, Alaska

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Respecting Differences
The Hope for a Global Community

The 15th Annual
Bilingual Multicultural Education Conference
February 1 – February 3
1989

Introduction

The Fifteenth Alaska Bilingual Multicultural Education Conference was jointly organized by the Alaska State Department of Education, the Alaska State Advisory Council for Bilingual Education and the Alaska Association for Bilingual Education. It is a major activity of the Department of Education in providing training and technical assistance to all persons involved in bilingual-bicultural education programs in Alaska.

During the school year 1988-89, forty of Alaska's fifty-five school districts implemented bilingual-bicultural education programs. These programs were transitional, full or partial maintenance in nature, and they provided for the teaching of English skills and concepts. In all, over 10,500 students from more than one hundred different language backgrounds were served by bilingual-bicultural education programs funded by the State of Alaska.

The conference theme, "*Respecting Differences- Our Hope for a Global Community*", was selected to emphasize that people of different backgrounds can co-exist peacefully when there is respect for the differences that make a difference. We believe that to teach today's youth to respect differences can lead to a better future for all people. Workshops which emphasized the importance of self-esteem, skill-building and respect were selected.

Rick Matiya, chairperson of the State Advisory Council for Bilingual-Bilcultural Education convened the conference held in Anchorage, Alaska. Throughout the three days, approximately seven hundred educators, parents, students and community members participated in over one hundred workshops, cultural presentations, general sessions and exhibits. Amidst a record-breaking cold spell, participants came together to enjoy the warmth of professional and social exchange which the conference setting provided.

The Conference Planning Committee hopes that this report will enable all who attended the Fifteenth Annual Alaska Bilingual-Multicultural Conference to reflect upon what was learned, shared and experienced. Your willingness to participate, contribute and work towards excellence in education for all of Alaska's youth is genuinely appreciated.

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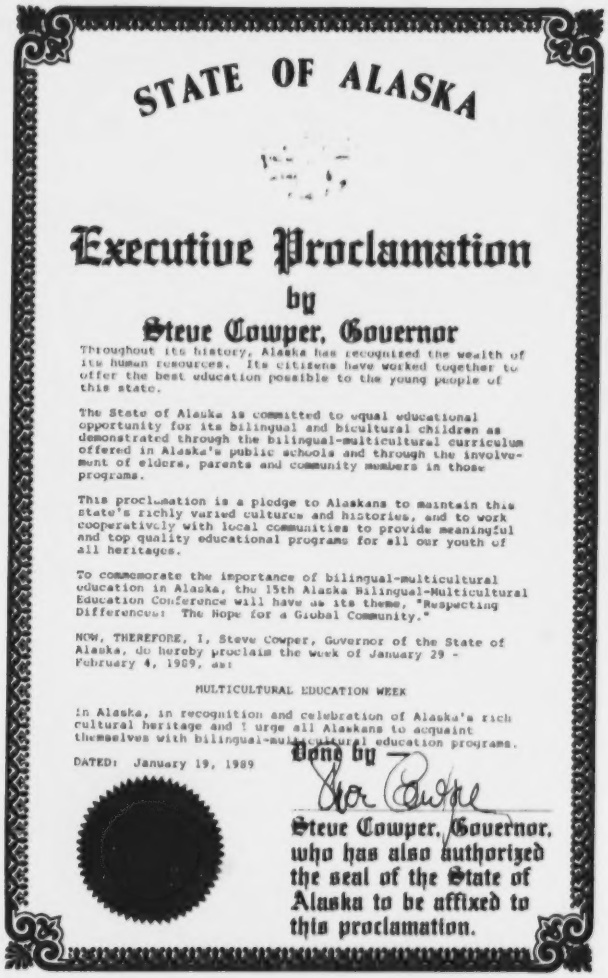


STATE OF ALASKA

Executive Proclamation

by

Steve Cowper, Governor

Throughout its history, Alaska has recognized the wealth of its human resources. Its citizens have worked together to offer the best education possible to the young people of this state.

The State of Alaska is committed to equal educational opportunity for its bilingual and bicultural children as demonstrated through the bilingual-multicultural curriculum offered in Alaska's public schools and through the involvement of elders, parents and community members in those programs.

This proclamation is a pledge to Alaskans to maintain this state's richly varied cultures and histories, and to work cooperatively with local communities to provide meaningful and top quality educational programs for all our youth of all heritages.

To commemorate the importance of bilingual-multicultural education in Alaska, the 15th Alaska Bilingual-Multicultural Education Conference will have as its theme, "Respecting Differences: The Hope for a Global Community."

NOW, THEREFORE, I, Steve Cowper, Governor of the State of Alaska, do hereby proclaim the week of January 29 - February 4, 1989, as:

MULTICULTURAL EDUCATION WEEK

in Alaska, in recognition and celebration of Alaska's rich cultural heritage and I urge all Alaskans to acquaint themselves with bilingual-multicultural education programs.

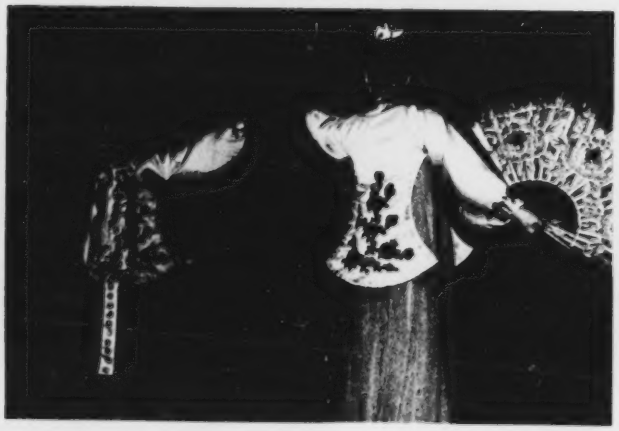
DATED: January 19, 1989

Done by

Steve Cowper, Governor, who has also authorized the seal of the State of Alaska to be affixed to this proclamation.

Statement of Nondiscrimination: It is the policy of the Alaska State Department of Education to provide equal education and employment opportunities and to provide services and benefits to all students and employees without regard to race, color, religion, national origin, sex, age, physical handicaps, or veteran status. This policy is in accordance with the laws enforced by the Department of Health, Education and Welfare and the Department of Labor, including Presidential Executive order 11246 as amended; Title VI and VII of the 1964 Civil Rights act; Title IX of the Education Amendment of 1972; Title 41, parts 60-1, 60-2, 60-3, and 50-50; Sections 799 A and 845 of the Public Health Service Act, where applicable; Section 504 of the Rehabilitation Act; and Alaska Statue 18.80.220. Inquiries regarding application of these and other regulations should be directed to either the Affirmative Action Officer of the State Department of Education or to the Office of Civil Rights, Department of Health, Education and Welfare, Washington, D.C.

The conference draws on the talents of many groups such as Adelante, a folk singing trio from Anchorage composed of Barbara Grant, Kim Ayama and Al Levy, and the Anchorage School District bilingual staff performing a Korean fan dance.



Alaska State Advisory Council for Bilingual-Bicultural Education

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Members of the Alaska State Advisory Council for Bilingual-Bicultural Education, from left to right beginning in the back: Lena Farkas, Yakutat; John Pingayak, Chevak; Vera Kingeekuk Metcalf, Nome; Robert Mulluk, Jr., Kotzebue; Jade Vittone, Anchorage; H. Sally Smith, Dillingham; Christine Jamin, Kodiak; Marie Monroe, Nenana; Rick Matiya, Soldotna; Patricia Carlson, Fairbanks.

Conference Organization

Mike Travis, Program Manager, Bilingual/Bicultural Education, Alaska Department of Education

Conference Planning Committee

Molly Pederson, Alaska Association for Bilingual Education
Marie Monroe, Alaska State Advisory Council for Bilingual-Bicultural Education
Clifford A. Walker, Anchorage School District
Nancy Bachner, Conferences & Institutes, University of Alaska Fairbanks
Mike Travis, Alaska Department of Education

Conference Report

Anne Kessler, Alaska Department of Education
Scott Foster, Editor
Photographs by **Danny Daniels**
Matt Knutson, layout
Printing by **Alaska Litho, Inc.**

Conference Coordination

Conferences & Institutes
University of Alaska Fairbanks

Acknowledgements

The Conference Planning Team wishes to extend its appreciation and thanks to the many people, school districts, organizations and agencies that have helped to support and sponsor this conference.

AKABE
Bilingual Program Coordinators
Bilingual Program Staff
Parents and Community members
Alaska School District Superintendents
Classroom teachers
Administrators
Technical assistance agencies
Department of Education Staff
Community cultural presentation groups
Exhibitors, Students, University staff
State Advisory Council for Bilingual Education
Workshop presenters

*The conference logo for the 15th Alaska Bilingual/Multicultural Education Conference was designed by **Don Tullous** and **David Marusek.***

Anne Kessler, Bilingual/Bicultural Program Manager for the Department of Education, is impressed by the range of offerings in this year's conference.

Bilingual-Bicultural Education Programs in Alaskan School Districts 1988-1989

School District	Address	Coordinator
Adak	Box 34, NAS, FPO Seattle, WA 98791	Michael G. Moran
Alaska Gateway	Box 226, Tok, AK 99870	Ralph E. Rudzik
Aleutian Region	1 Aleut Plaza, 4000 Old Seward Hwy., Anchorage, AK 99503	Sherry Ruberg
Anchorage	4600 DeBarr Road, P.O. Box 196614 Anchorage, AK 99519	Tsuguo Arai
Annette Island	Box 7, Metlakatla, AK 99926	John Weise
Bering Strait	Box 225, Unalakleet, AK 99684	Harry Martin
Bristol Bay	Box 169, Naknek, AK 99633	Peter Hill
Copper River	Box 108, Glennallen, AK 99588	Curtis Loe
Dillingham City	Pouch 202, Dillingham, AK 99576	Dora Cline
Fairbanks N. Star	Box 1250, Fairbanks, AK 99701	Bobbi Bitters
Galena City	Box 299, Galena, AK 99741	Shari Sirkin
Haines	Box 1289, Haines, AK 99827	Nancy Billingsley
Hydaburg City	Box 109, Hydaburg, AK 99922	Ann Dagnillo
Iditarod	Box 90, McGrath, AK 99627	Tom Robinson
Juneau Borough	10014 Crazy Horse Dr. Juneau, AK 99801	Dave Thomas
Kashunamiut	985 KSD Way, Chevak, AK 99563	John Pingayak
Kenai Peninsula	148 N. Binkley, Soldotna, AK 99669	Rick Matya
Ketchikan Gateway	Pouch Z, Ketchikan, AK 99901	Ron Hamburger
Kodiak Island	722 Mill Bay Road, Kodiak, AK 99615	James Nagan
Kuspuk	Box 108, Aniak, AK 99557	Robert Clift
Lake & Peninsula	Box 498, King Salmon, AK 99613	Ron Jones
Lower Kuskokwim	Box 305, Bethel, AK 99559-0305	Phyllis Williams
Lower Yukon	Box 32089, Mt. Village, AK 99632	Abbey Augustine
Mat-Su Borough	Box AB, Palmer, AK 99645-1646	Randol Bruns
Mt. Edgecumbe	1297 Seward Ave., Sitka, AK 99835	Bill Denkinger
Nenana City	Box 10, Nenana, AK 99760	Bonnie Hamelster
Nome City	Box 131, Nome, AK 99762	Eileen Norbert
North Slope Bourough	Box 169, Barrow, AK 99723-0169	Molly Pederson
North West Arctic	Box 51, Kotzebue, AK 99752	Ruthie Sampson
Petersburg	Box 289, Petersburg, AK 99833	Melissa Caraway
Pribilof Island	St. Paul Island, AK 99660	Denver Bowen
St. Mary's	Box 171, St. Mary's, AK 99658	Peter Andrews
Sitka Borough	Box 179, Sitka, AK 99835	Terry Coon
Southwest Region	Box 196, Dillingham, AK 99576	Ester Ilutsik
Tanana City	Box 89, Tanana, AK 99777	Ron Delay
Unalaska	Pouch 260, Unalaska, AK 99685	John Novak
Yakutat	Box 427, Yakutat, AK 99689	Jerry Schoenberger
Yukon Flats	Box 359, Ft. Yukon, AK 99740-0359	Juana Sanchez
Yukon-Koyukuk	Box 309, Nenana, AK 99760	Nikki McCurry
Yupiit	Box 100, Akiachak, AK 99551	Steve Levine

1989 Conference Sponsors

Alaska State Department of Education
Alaska State Advisory Council for
Bilingual-Bicultural Education
Alaska Association for Bilingual Education

Barney Gottstein
President, State Board of Edcuation

William G. Demmert
Commissioner of Education

Commissioner of Education, Dr. William Demmert.

1989 Conference Supporters

Adelante
Alaska Bilingual MRC–Interface Network, Inc.
Alaska Council on Prevention of Alcohol and Drug Abuse
Alaska Department of Education, Office of Basic Education
Alaska Foreign Language Association
Alaska Geographic Alliance
Alaska Pacific University
Alaska Math Consortium
Anchorage School District
Bering Strait School District
Chevak Tanqik Theatre
Chugach School District
Dillingham City School District
Evaluation Assistance Center–West
Fairbanks North Star Borough School District
Gonzaga University, Indian Education Resource Center III
Iditarod Area School District
Interface Network, Inc.
Kashunamiut School District
King Island Dancers
Kenai Peninsula Borough School District
Lake and Peninsula School District
Lower Kuskokwim School District
Mariswood Educational Resources
Mat-Su Borough School District
National Clearinghouse for Bilingual Education
Nikolaevsk Singers
North Slope Borough School District
Northwest Arctic Borough School District
Northwest Regional Educational Laboratory
RurAL CAP, Head Start
Southwest Region Schools
U.S. Dept. of Commerce, Bureau of the Census
U.S. Dept. of Education, National Diffusion Network
University of Alaska Anchorage
University of Alaska Fairbanks
Eddie Wood
Yukon-Koyukuk School District
Yupiit School District

Yolanda Polanco

Bilingual Educator of the Year

Left: AKABE selected Yolanda Polanco of the Anchorage School District as the bilingual educator of the year. Above: Yolanda Polanco shares her honor with William Breeden, her principal at Willow Crest Elementary School, and Jade Vittone, elementary supervisor for bilingual programs at the Anchorage School District.

Alaska's Bilingual Educator of the Year is a native of Puerto Rico, and is fluent in Spanish. Yolanda Polanco has worked for the Anchorage School District for ten years in Fairview, Wonder Park, Government Hill, and Willow Crest elementary schools.

In her efforts to grow professionally, Ms. Polanco has acquired more than 80 hours of undergraduate credit toward a B.A. degree and has obtained the Professional Standards Program certificate for classified personnel through the National Association of Educational Office Personnel.

In the classroom, Ms. Polanco has developed an effective method of teaching reading, using some Spaulding techniques and ECRI methods. Ms. Polanco's students know she cares for them and expects their best work. The result of this high expection shows in the attention they give to her and their success in learning. She has also been effective and helpful outside the classroom by sponsoring multicultural potlucks for parents, initiating multicultural assemblies, holding after school rap sessions for students, and teaching Spanish and Perto Rican cooking through the Community Schools program. In the past, Yolanda has made presentations to principals and teachers within the Anchorage District and at the state Bilingual Multicultural Education Conference.

Ms. Polanco has helped the families of her students in such areas as translating during court appearances, assisting during doctors visits, helping obtain food stamps, translating for Child Study Teams and testing a child. Yolanda Polanco contributes to her community and her schools.

Agenda

Irene Coben, staff member with Conference and Institutes, UAF, helps with registration.

Monday, January 30

Preconference Events 9:00 A.M.–4:00 P.M.

Alaska State Advisory Council for Bilingual-Bicultural Education Third Quarterly Meeting.

Tuesday, January 31

Preconference Events 9:00 A.M. – 4:00 P.M.

Title VII Project Directors' Meeting
Mike Travis

Alaska State Advisory Council for Bilingual-Bicultural Education Third Quartely Meeting.

Preconference Presenters' Meeting
7:00 - 8:00 P.M.

Upper and lower left: *Marie Monroe and Jade Vittone are both members of the State Advisory Council.* ***Above****: Cecilia Navarrete left, and Esther Ilutsik, take part in the presenters' meeting.*

Above: *Rick Matiya convenes the conference on Wednesday morning.* **Middle:** *Toni Kahklen-Jones is director of the division of Education Program Support.* **Below:** *Dr. Carl Lamarr welcomes the conference participants at the opening session.*

Wednesday, February 1

High School Student Orientation

8:30 A.M. – 9:30 A.M.
Vera Kingeekuk Metcalf
Connie Munro
Patricia Carlson

General Session I 10:00 A.M.–Noon

Conference Convener

Rick Matiya, Chairperson
Alaska State Advisory Council for Bilingual-Bicultural Education

Welcome and Greetings

Charity Kadow, Office of the Governor
Mayor Tom Fink, Municipality of Anchorage
Dr. Carl Lamarr, Assistant Superintendent Anchorage School District
Toni Kahklen-Jones, Department of Education

Keynote Speaker

"Glasnost and Circumpolar Countries: New Opportunities for Education"
Ted Mala, Director
Institute for Circumpolar Health
University of Alaska Anchorage

Conference Announcements

Mike Travis, Program Manager
Bilingual-Bicultural Education

Nunamta Yup'ik Eskimo Dancers

UAF Credit Course Meeting

Noon–12:30 P.M.
Carol Barnhardt

Workshop Sessions 1:30-3:00 P.M.

Using Real Literature to Teach Language in the Bilingual Classroom

Does the trend away from basal readers and text books towards real literature to teach language skills apply in a bilingual setting? Elementary and high school teachers reported on real literature activities in their classes. Department of Education staff presented the State's recommended reading list and its implications.

Alice Taff
Annie Calkins
Fran Moore
SESCD Special Interest Group of AKABE

Discovering Yourself Through Yup'ik Dance

This workshop helped participants discover aspects of Yup'ik culture through dance and use of Yup'ik regalia.

Nunamta Yup'ik Eskimo Dancers

Things You Always Wanted to Know About Teaching Students from Asia

The teachers and tutors who have Asian students sat together to find out the ideas and needs from each other in an informal discussion session.

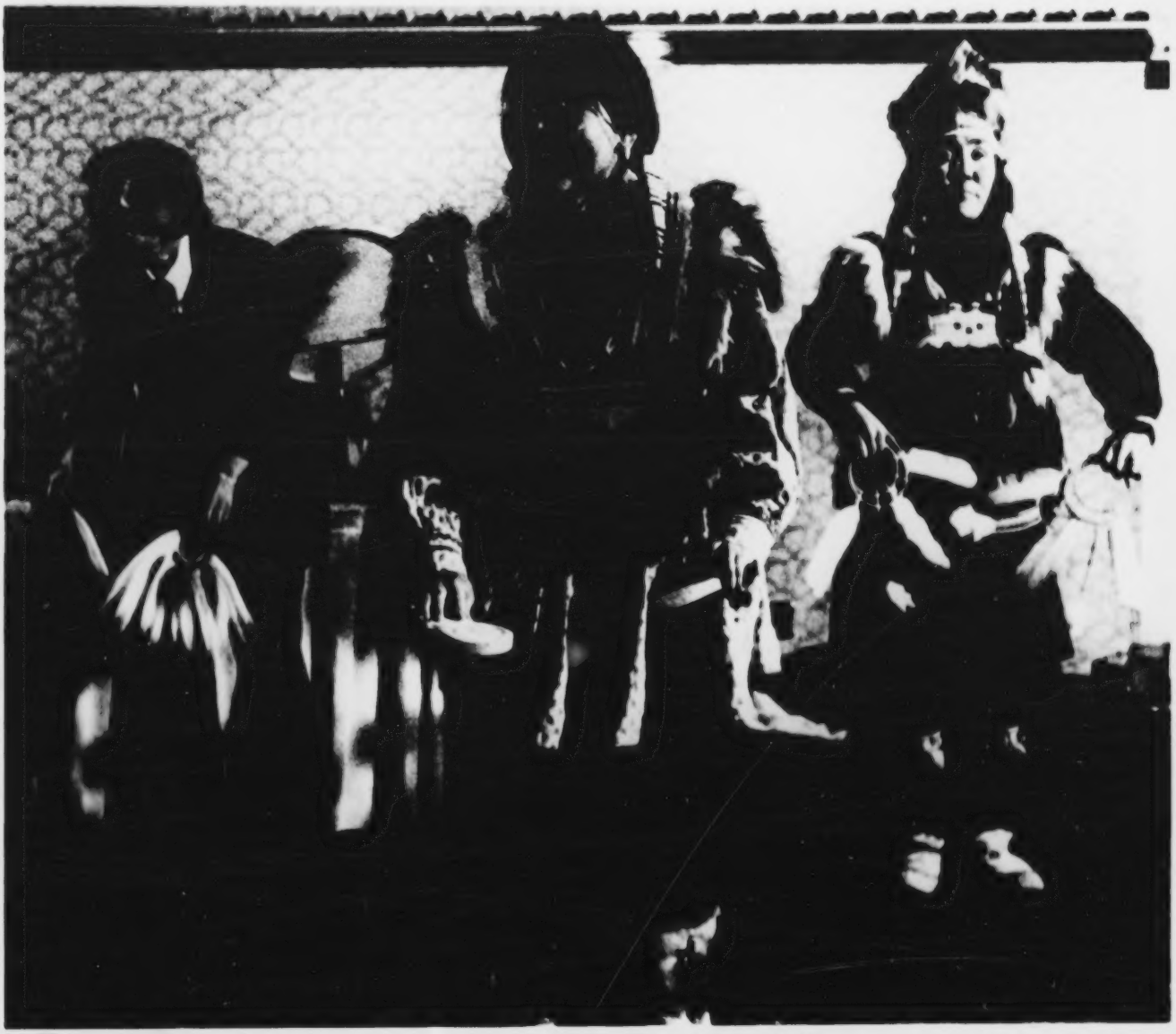
Jade Vittone

Hands-On Science from H.O.E.S.

This workshop provided an awareness of the National Diffusion Network. The focus of the workshop was on aspects of the Carroll County (Maryland) Hands-On Elementary Science Program (H.O.E.S.) which promotes successful learning in the multicultural/bilingual classroom. Part I of two continuous presentations.

Michelle Corr
Zada Friedersdorf

Margaret Davidson joins Theresa John and Marie Mead of the Nunamta Dancers to learn Yup'ik dancing.



***Above:** Thesesa John of Toksook Bay shows a traditional Yup'ik beaded dance hat at an early workshop.*
***Below:** Carla Edeline, from Lakeshore Curriculum Materials, answers questions at a display table.*

Questions That Good Writers Ask

Good writers continually question themselves in order to maintain a clear sense of purpose and to create the impact desired. The workshop presented both the theoretical and practical rationale for instruction promoting self-questioning and featured excerpts from actual lessons. Evidence of student satisfaction and success was also included.

Marianne E. Inman
Higher Education Special Interest Group of AKABE

Pride in Native Language

The participants brainstormed ideas on how to increase pride and respect. This was followed by a demonstration of one process for increasing pride and respect for the Native language.

Esther A. Ilutsik
Adult Education Special Interest Group of AKABE

All About "Me"

A study unit using the students' cultural background to promote self-esteem and develop English language proficiency, K–8. Participants practiced parts of and received a classroom-tested study unit for an ESL language classroom.

Donna Dinsmore
Secondary Education Special Interest Group of AKABE

The LEP Student in the Classroom

Positive ideas to help the classroom teacher with materials and techniques for the Limited English Proficient child.

Virginia Back
Elementary Education Special Interest Group of AKABE

Workshop Sessions 3:15 - 4:45 P.M.

The Me-Me Drug and Alcohol Prevention Education Program

A Nationally Validated Program. Information was presented about a comprehensive program for elementary 1–6 students which helps prevent drug abuse by helping to improve students' self-concept and teaching them to say NO to drugs. The program is designed to be used an hour a week and materials can be incorporated in most areas of the curriculum.

Liz Boario

Student Self-Esteem Through Cultural Marketing

This workshop showed how to build student self-esteem through the use of ivory carving and marketing strategies.

John Sinnok
Dick Weyiouanna

Approaches to Teaching Fractions with Pattern Blocks

Session included hands-on use of pattern blocks in teaching designs, symmetry, equivalent fractions, mixed numbers, addition, subtraction, multiplication and division of fractions. The Alaska Math Consortium was introduced.

Pat Hartland/Alaska Math Consortium

Computer Pen Pals Across the World

Introduction, overview and demonstration of language development skills enhancement inherent to Computer Pals Project, a well-established electronic mail international writing project.

Paul Kubena

***Right**: Participants in Leslie Gordon's workshop learn to use base blocks. **Below:** Robert Mullock, Kotzebue, and Terry Tagarook, Wainwright, check the schedule to decide which workshop to attend next.*

Utilizing Cup'ik Materials in Cup'ik Programs

This workshop showed actual materials made and how they are utilized in the classroom. Written materials, textbooks, songbooks, storybooks that are authentic Cup'ik materials were shown.

Cecilia Martz
Katherine Tangiegak
Theresa Ayuluk

Multicultural Awareness in the Classroom

Some discussion of attitudes and skills in the area of multicultural education. Research and games that help participants examine their attitudes and feelings about issues of prejudice and preconceptions.

Carole Hunt

Developing Cognitive Skills Through Oral Traditions

Oral traditions are a highly developed art form in non-literate societies. They have a wide variety of purposes. They were a major "formal" means of teaching young children. Today they can still be used for the same purpose, especially in the area of cognitive development.

AnCita Benally

Cultural Education for Native America in the 1990's

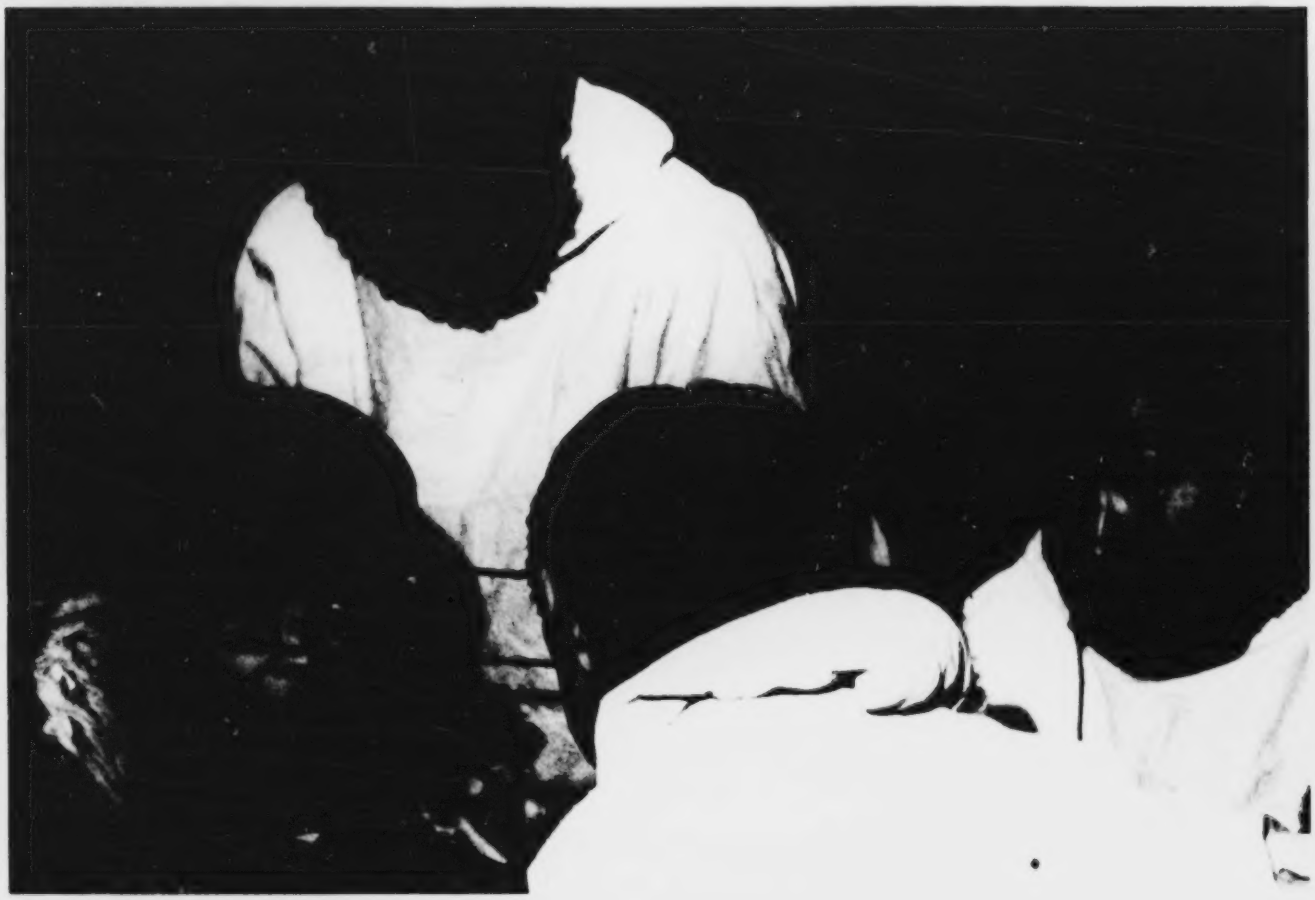
Cultural development of Native American youth today faces tough competition amidst TV, video games and apathy. An exploration of the challenge and some solutions.

Chris Converse

***Above:** The use of dolls is demonstrated by Katherine Tangiegak, a teacher in Kashunamiut School District. **Below:** Marie Monroe and Patricia Carlson find time for fun between workshops. **Lower Right:** Kim Ayama is part of the Adelante folk singing trio from Anchorage who sing French, Spanish and other traditional songs.*

AKABE Business Meeting and Reception

5:00 – 6:30 P.M.



Cultural Celebration I 6:30 – 8:30 P.M.

Adelante
Kim Ayama, Barbara Grant, Al Levy

Shirley Staten "Ain't I A Woman?"

Chevak Tanqik Theatre
Franklin Matchian
Valerie Pingayak
Ruth Matchian
Sharon Noratak
Daniel Ayagarak
Joe Ayagarek, Sr.
Leonard Atcherian
Christopher Friday
Peter Friday
Joshua Weiser, Business Manager
John Pingayak, Director

Above: *John Pingayak, right, director of the Chevak Tanqik Theater, shares some of the emotion of participants in an ear pulling contest.* ***Left:*** *Shirley Staten of Anchorage presents a monologue about Sojourner Truth, a leader in the anti-slavery movement.*

Thursday, February 2

Registration and Exhibits
8:00 A.M. – 5:00 P.M.

General Session II 8:00 – 9:00 A.M.

Session Convener
H. Sally Smith, Member
Alaska State Advisory Council for Bilingual-Bicultural Education

Speaker
"Native Pride on the Move"
Howard Rainer, Assistant Director
American Indian Services, Brigham Young University

Nunamta Yup'ik Eskimo Dancers

Workshop Sessions 9:15 – 10:45 P.M.

Discovering Yourself Through Yup'ik Dance
This workshop helped participants discover aspects of Yup'ik culture through dance and use of Yup'ik regalia.
Nunamta Yup'ik Eskimo Dancers

Alaska Native Language Policy
Presentation of recommended Alaska Native Language Policy; discussion on principles of proposed policy and refinement of recommendations. Part I of two continuous presentations.
Edna Ahgeak MacLean
William Demmert

Bilingual And Early Childhood Education
Slide presentation and description of bilingual element in Head Start programs throughout rural Alaska.
M.J. Longley

***Above:** Connie Munro, left, is just one of many in this workshop audience learning dance movements from the Nunamta Dancers. **Right:** Edna MacLean is special assistant for Rural and Native Education in the Department of Education.*

Parent Involvement in a Cross-Cultural Environment

Why should parents be involved with their child's school? What are some cultural stumbling blocks to good parent/teacher communications? What qualities should your child's teacher demonstrate.

Gerald L. "Jerry" Brown

Using Your Culture as Motivation

Learning your own culture in school is a big motivator. Using local resources and elders, you could integrate your own program.

Robert Mulluk, Jr.

Approaches to Using Base 10 Blocks in the Multicultural Classroom

A systematic approach to using manipulatives to teach addition, subtraction, multiplication and division.

Leslie S. Gordon/Alaska Math Consortium

Sacred Tree

Created by Canada's Four Worlds Development Project, the Sacred Tree is a curriculum designed to address alcohol and other drug abuse in native communities. A holistic view utilizing the medicine wheel is emphasized. The curriculum challenges and empowers young people to undertake a journey into personal and community growth. Substance use is viewed as an obstacle in this journey's path.

Becky Judd

Workshop Sessions 11:00 A.M. – 12:30 P.M.

Evaluation Strategies for Improving Bilingual Education Program.

This workshop provided an overview of research on how to improve classroom practices, especially as it relates to LEP students. Evaluation techniques for documenting these practices were presented as well as guidelines for using the data to improve programs.

Cecilia Navarrete

***Above:** Leslie Gordon teaches a math workshop. **Below:** Use of traditional materials is the subject of Cecilia Martz's workshop.*

Culture Shock–Implications for Cross-Cultural Counseling

The objective of this workshop was to examine the concept of culture shock via both a slide presentation and showing of videotape "Cold Water". Through the above media presentations, the complex adjustment experienced by both foreign and indigenous minorities to the United States multicultural experience was explored. Presenter offered useful gudelines for working with minortiy students experiencing cultural, linguistic and academic adjustment problems in our schools.

Carlos J. Ovando

Geography–A Voyage of Discovery

Participants were taken on a unique voyage of discovery, were introduced to the five geographic themes, and experienced effective geographic teaching strategies. Classroom materials were provided by the sponsors, the National Geographical Society and the Alaska Geographical Society.

Mary Bristol

Bilingual Education Background: Issues & Information

The workshop presented the structure, funding, student eligibility, instructional programs and issues of bilingual/bicultural education. Time was provided for audience involvement and input.

Rick Matiya
Mike Travis

Native Teacher Education in US and Canada

The workshop provided an overview of Native teacher education programs in the US and Canada, including information about a conference on such programs in Fairbanks in March.

Ray Barnhardt

"Coping!"–A Curiculum Designed to Meet the Needs of Rural Alaskan Youth

Hopelessness, low self-esteem–you can make a difference! Learn to teach your students coping skills with a curriculum designed for rural Alaskan youth.

Lori Carrell

Elements of a Sucessful Technology-Based Distance Education Program

The intent of this workshop was to assist those interested in technology-based distance education programs. Critical issues were addressed so as to better ensure a successful utilization of technology.

Carolyn Tift

***Above:** Rick Matiya leads a workshop on bilingual education issues. **Below:** Christine Jamin, advisory council member, takes part in the Issues and Information workshop.*

***Top:** Officers and special interest chairs of the Alaska Association for Bilingual Education, Left to right: James Nageak, ANLC ; Esther Ilutsik, SW Region School District; Steve Grubbis, UAF Department of Education; Abby Augustine, Lower Yukon School District; Melissa Owens, Unalaska; Marianne Inman, APU, and Donna Dinsmore ,Fairbanks School District. **Middle:** Molly Pederson is the president-elect of AKABE. **Bottom:** The Korean Fan Dance performed by the Anchorage School District bilingual staff members Hae Chung Pernewell and Hae Ryung Lee.*

Conference Luncheon 12:30 - 2:15 P.M.

Hostess:
Molly Pederson, President-Elect, AKABE

Introduction of AKABE Executive Committee

Student Essay Contest Awards

Bilingual Educator of the Year Award

"Songs and Dances from Around the World"

Anchorage School District Bilingual Program Staff
Jade Vittone, Director

Workshop Sessions 2:30 – 4:00 P.M.

My World, My Roots

This workshop was designed for ESL and bilingual teachers wishing to use the content area of social studies to teach English. A unit packet containing goals, objectives, lesson plans and daily activity sheets was distributed to each participant.

The purpose of this unit is to incorporate social studies into the ESL classroom as a means of reinforcing what is being taught in secondary social studies classes, utilizing the students' rich and diverse cultural backgrounds, and teaching essential English skills such as vocabulary development, skimming as a preface to the reading process, and the writing process. It is interdisciplinary and global in its approach, as well as affective and personal. And just as important as any of this, it should also be fun for the student to explore his/her own identity.

Vicki Lee Ross

Cultural Journalism: Producing a Rural Community Newspaper

This workshop focused on community participation in the production of a small, rural newspaper, *The Koyukuk River Exchange*. The workshop provided specific information on both the process and the production of written material that responds to, and is appropriate for, the needs of people in a wide variety of rural Alaskan cultural contexts.

Carol Barnhardt
Shirley Moses

How to Motivate Youth to Succeed:

Five Steps in Bringing Out the Best in Native Youth.

Howard Rainer

Language Development Across the Curriculum Using Alaskan Materials

A hands-on workshop involving strategies for language development, either English or another language, using Alaskan materials.

Jane Sutherland-Niebergall

Addressing Self-Esteem, Drugs and Alcohol Abuse and Other Issues Through the Interview Process

Gaining ideas for addressing issues such as self-esteem, identity crisis, drugs and alcohol abuse, setting goals, facing the youths of today in a classroom setting, etc. Participants were taken through some samples of steps to teaching a unit on the interview process and will witness an actual interview between students and presenter(s). The audience interviewed willing candidates.

Sassa Peterson
Dora Cline
Dillingham High School Students

Teaching Korean, Japanese and Chinese Students

Through contrastive analysis of cultures and languages, the teacher can understand the students background and become more effective teaching these students.

Jade Vittone

Gender/Ethnic Expectations and Student Achievement (GESA) "An Overview"

GESA is a program of six monthly training sessions that will assist teachers to improve their teaching for all students by utilizing a peer observation/coaching approach.

Gerald L. "Jerry" Brown

Producing the Classroom Novel

Participants completed, through small and large group planning activities, a compacted version of the process of creating the classroom novel, a project that can be adapted to either upper elementary, junior high, or secondary levels. The results showed a novel complete with title, characters, illustration, and character and plot development.

Barbara A. Sheffield

Swap Shop-The Alaska Association for Bilingual Education

Top: Jane Sutherland-Niebergall, director of Mariswood Education Resources in Aniak presents a workshop on using Alaska materials. Middle: Teaching Korean, Japanese and Chinese students is the subject of Jade Vittone's workshop. Bottom: Jerry Brown, of the Alaska Multifunctional Resource Center, talks about parent involvement in a cross-cultural environment.

Workshop Sessions 4:15 – 5:45 P.M.

Storytelling and Musical Interpretation

Our heartbeat gives us life! So too does music, movement and vocals give us a common identity as a world language. We played and shared percussion instruments from all over the planet to make our own music.

Eddie Wood

Song Writing and Singing Across the Curriculum

Teachers learned how to do group songwriting with their students: 1) choosing a topic with or for the students, 2) student brainstorming of related words and phrases, 3) rhyming and forming poetry, 4) finding a melody, and 5) "publishing" the song. Songs and jingles written with elementary children on varied topics were shared.

Karen Gibbs Morse

Replacing "Thing-a-ma-jig": Activities for Language Development Across the Curriculum

Do your students have problems recalling key words and definitions after the lesson is over? Come learn more about the MacDiarmid Language Development Process which is being widely implemented throughout rural Alaska schools. It is practical, hands-on, designed for immediate application and can be used in ANY grade, ANY subject with existing classroom materials. Through use, there is demonstrated improvement in student achievement in the areas of listening/reading comprehension and also in creative speaking and writing.

Sylvia L. Elliott

Issues in Bilingual/Bicultural Education from School Board Perspectives

Local school district board members discussed issues in Bilingual/Bicultural Education.

H. Sally Smith et al

National Clearinghouse for Bilingual Education: Information System Update with Focus on the Teaching Writing

This workshop included a survey of National Clearinghouse for Bilingual Education services, with focus on resources for current research and methodologies for the teaching of writing to limited-English-proficient students.

Linda Cohen

Above: *Eddie Wood, an exhibitor, musician, and workshop instructor demonstrates an African instrument.*
Below: *Commissioner Demmert chats with Dick Dauenhauer during a break at the conference.*

Is an Asian-American an Asian?

People are alike, and they are also different–Asians included. We explored how Asians in your curriculum may be very different from the Asian-Americans in your classrooms.

Ronald K. Inouye

Empowering Yourself and Your Students: Goal-Setting and Creative Visualization

This workshop introduced teachers to a unit designed to guide students in identifying their values and interests, setting and working towards goals, and using techniques such as creative visualization and affirmations. The unit promoted self-esteem and fosters language development.

Ellen E. Jones-Walker

Student Intervention Teams in Elementary Schools: Urban & Rural Applications

A student intervention team can provide support, reduce stress, develop strategies, and utilize all staff skills more effectively. The presenters offered rational, strategies for implementation, and means to overcome obstacles when establishing student intervention teams.

Diana Caldwell
Carol Waters

Producing the Classroom Novel–*continued*

Swap Shop–Alaska Foreign Language Association

Cultural Celebration II 7:30 – 9:00 P.M.

Dillingham High School Dancers

Melissa Cox, Andrea Golia, Vera Gregory, Ken Rolf, Margaret Gardiner, Elena Golia, Olga Ayuluk, Katie Nielson, Elder and drummer

King Island Dancers

Paul Tiulana, Clara Tiulana, Charles Tiuluna, Brenda Tiulana, Edward Tiulana, Margaret Anowlie, Vincent Pikongana, Simion Pushruk, Helen Pushruk, Vicky Pushruk, Ted Mayac, Sr., Agnes Mayac, Ted Mayac, Jr. Eloise Mayac.

Nikolaevsk Singers

Domnin Martushev, Flogont Reutov, Luba Fefelov, Mauriny Kalugin, Olga Kalugin, Filisata Fefelov, Starla Ponton, Taisia Martushev, Anna Martushev, Valentina Fefelov, Bill Ivanov

Nunamta Dancers

Vernon Chimegalria, Theresa John, Marie Meade, Chuna McIntyre.

***Left:** The Nikolaevsk High School singers take part in traditional Russian engagement festivities. **Right:** The King Island Dancers are nationally known.*

Friday, February 3

General Session III 8:00 – 9:00 A.M.

Speaker

"The Mirror of Language: the Debate on Bilingualism"

Kenji Hakuta, Professor
Departments of Education and Psychology,
University of California Santa Cruz

Dillingham High School Dancers

Workshop Sessions 9:15 – 10:45 A.M.

Writing Assessment in Rural Schools with Bilingual Students

The discussion targeted: 1) advantages for assessing student writing district-wide, 2) suggestions for conducting an assessment, 3) using the results to improve student writing, 4) using the results to improve the district program. Part I of two continous presentations.

Bev Williams
Peggy Groves

Using T.P.R. to Teach Inupiat as a Second Language, Teaching Culture Through Literature

Terry shared his success teaching the Inupiat language using Total Physical Response at the earliest instructional levels (Early Childhood) through high school. Fannie demonstrated the use of literature and the oral tradition to enhance cultural norms and values. A video of them in action was shown.

Terry Tagarook
Fannie Akpik

The Environment, People and You

In this workshop participants learned how to help students to develop self-esteem through understanding ways to teach about the environment and others.

John Pingayak

Parent Involvement in Cross-Cultural Environment

Why should parents be involved with their child's school? What are some cultural stumbling blocks to good parent/teacher communications? What qualities should your child's teacher demonstrate?

Gerald L. "Jerry" Brown

***Top:** Kenji Hakuta was one of the conference's featured speakers.* ***Middle:** Bev Williams from the Lower Kuskokwim School District explains how to do writing assessments.* ***Left:** John Pingayak is a member of the State Advisory Council.*

Teaching Language in Context: Proficiency-Based Instruction

Current hypotheses of language proficiency-oriented instruction were examined. The roll of context in comprehension and learning was explored. Checklist guides to rate lesson plans and activities for proficiency orientation were used. Practical ideas for listening/oral/reading proficiency skills teaching were suggested.

Tara Walker

Storyboards: A Whole Language Technique

People left this hands-on workshop with an understanding of what is meant by a "Whole Language" approach and why it is vital for teaching language skills. They practiced one technique useful in any classroom: storyboards. They practiced making and using storyboards as a sequencing and comprehension tool, and as a storytelling aid. Finally, they brainstormed other uses for this adaptable technique, in Science, Social Studies, and Math.

Bruce Tillitt

Reading/Writing: Bringing It Home

One bush school's successful way to actively engage bilingual/bicultural students in self-generated reading and writing activities through the student's world.

Karen K. Waters

Can You Speak Science?

This workshop was designed to help participants understand how to use hands-on science activities to provide practice in specific language skills as well as to motivate students to learn another language.

Judith Reid

Understanding Language Use in the Home, Community & School: A Tool for Promoting Bilingualism

This workshop helped participants analyze the use of languages in the home, community and school settings. From this framework, participants will be able to survey their communities and schools to develop ways to promote bilingualism.

Mike Travis

Bruce Tillit from Fairbanks conducts a workshop on storyboards.

Oral History & Cultural Journalism–Linking Culture with Academic Skills

Describing people, places and events, students develop oral history and basic writing skills as well as a broader understanding of themselves and the world around them.

Ronald K. Inouye

Workshop Sessions 11:00 A.M. – 12:30 P.M.

Why Bilinguals?

In this workshop participants learned of research which supports bilingualism. Reasons for maintaining languages and cultures other than English were presented.

Kenji Hakuta

Whole Language Techniques for Native Students

This workshop featured hands-on activities which incorporate cooperative learning geared to teachers and teacher aides. Emphasis was placed on culturally relevant literature for Alaskan Natives.

Walkie Charles

Multicultural Activities for the Time/Budget Deficient

Ideas, notes, tips and techniques for incorporating multicultural awareness and activities into the school day.

Marty Osredker

Ecology in the Multicultural Classroom

In the Lower Kuskokwim School District's ecology course, traditional cultural activities are integrated into the curriculum to promote successful management procedures of the local ecosystem.

Lesley Scharrer
Bob Bolkan

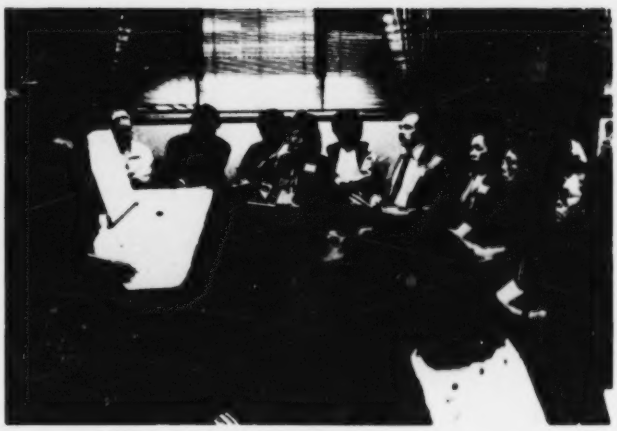
The Anchorage School District Elementary Bilingual Learning Center and Its Scope and Sequence

The Bilingual Learning Center provides guided learning experiences where limited English proficient students receive intensive instruction in learning English as a second language. The basic curriculum used at the center is the BEP Scope and Sequence with major emphasis on the development of English competency skills. Implementation of the Scope and Sequence provided a systematic approach to learning English. The different teaching techniques and strategies, using audio-visual materials and equipment were demonstrated.

Barbara Rydall
Cindy Rathbun
Ronald Campbell

***Above:** Walkie Charles from the Fairbanks School District takes part in the Whole Language Techniques workshop. **Below:** Karen Waters is from the Lower Kuskokwim School District.*

Left: Rosa Macedo, UAA, conducts a workshop on Helping Hispanic Parents. Below: More than 100 workshops and special events were scheduled for the conference.



Reading in the Content Areas: Focus on LEP Students

A variety of activities and ideas to enhance reading comprehension in the content areas for Limited English Proficient (LEP) students were presented.

Kathy Gross

No Me Comprendes: Helping Hispanic Parents Deal with Adolescents

A panel discussion of first-generation Hispanic students and their parents to examine ways in which Latin American families differ from those in the US and how communication between generations can best be fostered.

Diana Conway
Rosa Macedo

Motivating Students to Learn Their Language

Techniques and materials that work in the classroom were shared. People brought stories and ideas of things that work for sharing with everyone after the initial presentation.

Irene U. Katchatag

Using Multicultural Children's Books

Teacher and student discussion guides developed under an Alaska Teacher Incentive Grant for fourteen leading multicultural children's books were shared.

Leslie Garrison

Workshop Sessions 2:00 – 3:30 P.M.

Action Reading

This workshop demonstrated a phonetic approach to help children learn how to read. Included were puppets, songs and activities. Part I of two continuous presentations.

Cindy Rosser
Terry Cowart
Joann Eaton
Sue Holmes

Building Self-Esteem in All Students

A psychological model and workshop on behaviors that promote self-esteem in all students in school and classroom settings were presented. Part I of two continous presentations.

Alfredo Aragon

Addressing Self Esteem, Drugs and Alcohol Abuse and Other Issues Through the Interview Process

Ideas for addressing issues such as self-esteem, identity crisis, drugs and alcohol abuse, setting goals, facing the youths of today in a classroom setting, were presented. Participants were taken through some samples of steps in teaching a unit on the interview process and witnessed an actual interview between students and presenter(s). The audience interviewed willing candidates.

Sassa Peterson
Dora Cline
Students

Issues in Alaskan Bilingual Education

This forum identified the professional needs/issues of Alaskan bilingual educators. The audience participated in the identification, prioritization of concerns and ensuing discussion. The results of this session will be addressed by the Alaska State Advisory Council for Bilingual Education.

Rick Matiya
Christine Jamin
Lena Farkas
Vera Metcalf

Equity in Early Childhood–"Right from the Start"

The use of the new Department of Education Early Childhood Equity Training Module was explained. The promotion of family and child self-esteem and global awareness through non-biased early childhood curriculum was discussed.

Kathryn Greenough

Using Your Culture as Motivation

Learning your own culture in school is a big motivator. Using local resources and elders, you could intergrate your own program.

Robert Mulluk, Jr.

Language Acquistion

This workshop discussed theories and stages of first and second language acquisition and implications for the classroom.

JoAnne Shayne
Polly Smith
Karen Willmore

The conference draws participants of all ages.

Workshops attract teachers from across the state who are looking for good ideas to use in their classrooms.

Workshop Sessions 3:45 – 5:15 P.M.

International Student Programming with Impact

The International Student Organization at Alaska Pacific University offers a strong presence both on campus and within the Anchorage Community. This panel of international students discussed their hopes, dreams, and life stories. Each noted his or her growth as a result of the Alaskan educational and cultural experience.

Bernie Blaine

Reading in the Content Areas: Focus on LEP Students

A variety of activities and ideas to enhance reading comprehension in the content areas for limited English proficient (LEP) students was presented.

Kathy Gross

Modern Japan Predates the American Revolution

Why is Japan so successful economically? How did this happen? This lecture and video presentation answered these questions by tracing Japan's transformation from an isolated feudal nation to a world economic leader.

Clifford A. Walker

1990 Census: Education Project

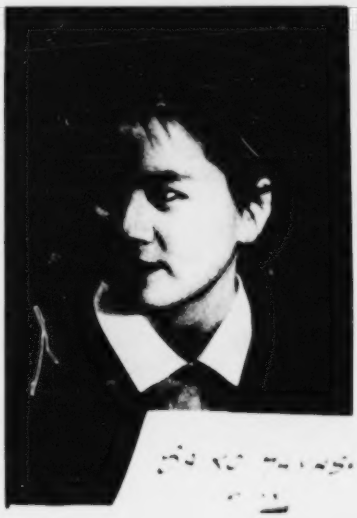
This presentation made elementary and secondary educators aware of the 1990 census and provided them with teaching materials that will expose students and their families to the census.

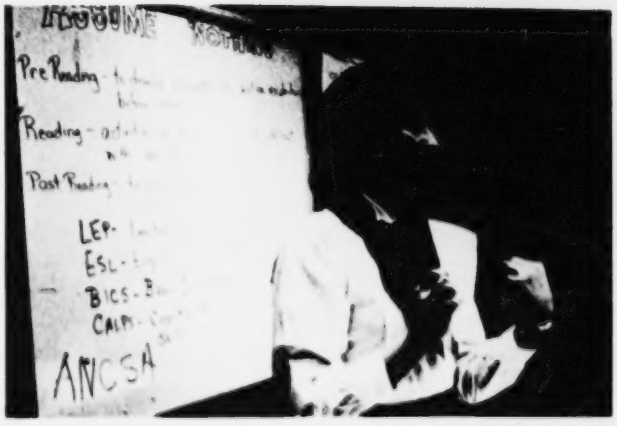
Sharon G. Eluska

Second Language Instruction in Alaska Today–Trends and Methods

The workshop was an introduction to second language instruction in Alaska today at all levels from preschool through college and adult education, using a spectrum of methods that range from traditional to the newest.

Jo Sanders





Top & Middle: *Saiko Hayasaki, from Japan, and Kim In Hong, from Korea, are just two of the international students attending Alaska Pacific University.* ***Bottom:*** *Kathy Gross, from the lower Kuskokwim School District, emphasizes reading for students with limited English proficiency.*

Post–Conference Wrap-up meeting
4:45 – 5:45 P.M.

UAF Credit Course Meeting
5:30 – 6:00 P.M.

Conference Banquet 7:00 – 10:00 P.M.

Banquet Speaker
"To Successfully Promote World Citizenship, We Must Begin at Home"
Janie Leask, Second Vice-President Alaska State Board of Education and President, Alaska Federation of Natives.

Chevak Tanqik Theatre
Play: *"Homesick for my Dream"*

Banquet prizes donated by:
Sheraton Anchorage Hotel
Anchorage Hilton Hotel
Westmark Anchorage Hotel
Lakeshore Curriculum Materials
Denty Owens

Above: The high bidder shows off a sculpture, called "Expression of our People", by Pat Matchian from Chevak auctioned at the conference to raise money for the Tanqik Theater. Below: Members of the Chevak Tanqik Theater troup use a member of the audience to portray a seal as they pay respect to the sea mammal.

Keynote Speeches

Participants respond with enthusiasm to one of the major speeches at the conference

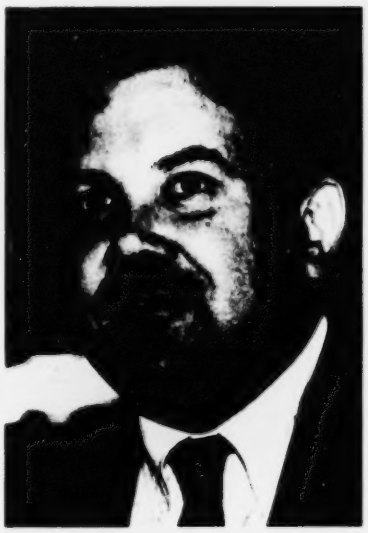
"Glasnost and Circumpolar States: Opportunities for Education"

Dr. Ted Mala
Conference Keynote Speech
February 1, 1989

Today you have come from all over our great state to discuss and compare notes on the status of bilingual education. Our Nation achieved much of its greatness through the richness of the people that make up this land. The many immigrants who came to America brought with them their cultural and lingual identities which collectively served to make this land a "melting pot" for peoples of all creeds and colors without distinction or bias.

I once asked a Danish friend of mine why it was so difficult to introduce change into European universities. He sighed and replied that change was almost impossible to bring into their system compared America and that "we sent you our brightest and craziest" who took their ideas and ways with them. All of these people came to America to realize their own dreams and learned English as their second language. With time, they had children yet they only wanted them to speak English. Many were not taught their parent's original languages so that they could speak English well and would "make good" in the new world. I was also in that group where I grew up hearing Russian and Inupiat Eskimo spoken but only learned English well in my seven years of boarding school. With time I went on to learn six years of Latin, two years of Greek, Spanish and Russian. In fact, I went to school in Mexico so that I could learn the language and thus increase the number of people I could communicate with by several hundred million more!

In the area of science and technology, today English is the accepted universal language. This is good for many Americans who only speak this one language of English as their own. But as you begin to move around the world, you begin to discover that was not always so. In the Soviet Union, older professors only speak German, which was the world's scientific language



Dr. Ted Mala

of their earlier days. Others speak French. Many of the Russian younger scientists have learned some English, at least enough to read and understand international journals and publications. International conferences are conducted in English in Europe even though it is a second language for most of them.

The second observation I have made is that Americans not only are intolerant of anyone not speaking English but tend to relate lack of intelligence with the fact, even if they are visiting someone else's country! The image of the "ugly American" is

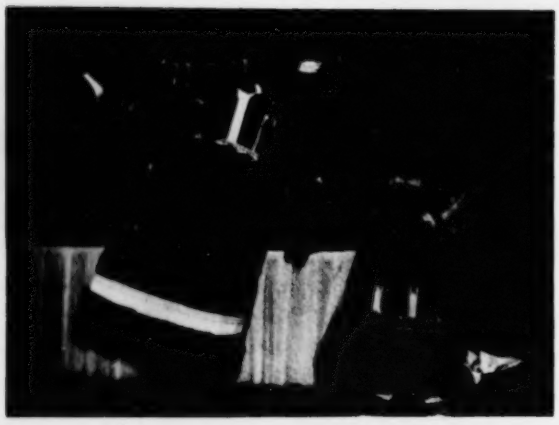
Ted Mala, M.D. is director of the Institute for Circumpolar Health Studies at the University of Alaska Anchorage.

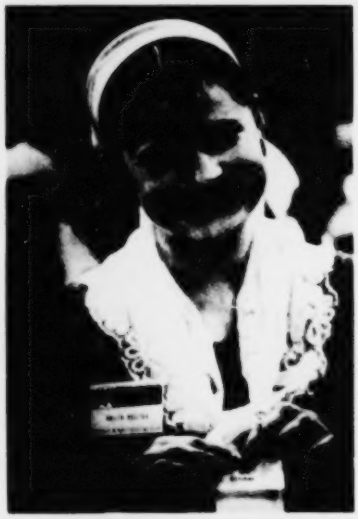
well known and continues to exist to this day. Yet for a nation that has only 6% of the world's population in it and consumes 40% of the consumer goods of the world, we Americans continue to learn little of the geography, language and cultures of those who made this nation great. And that goes for our Native people who taught those settlers how to live and survive on this cold and isolated land.

The difference between ourselves and the Soviets is that we have been isolated from the rest of the world by choice: they have not. In fact it is the dream of every Soviet citizen to be able to travel and see the world. They do not dream of defecting as some would want us to believe. In fact a number of them return home from the United States even after having the chance to legally immigrate here as they become homesick and begin to lose their inbred tie to their people and their land.

Today we find that our universal language is appended with words that come from other languages. In Alaska we have our own version of English which includes Russian words such as "chai" (for tea), not to mention our geographical place names which incorporate Russian, Spanish as well as Alaska Native language names. People take their culture with them and today Alaska is filled residents of Mexican, Chinese, Greek, Japanese, Korean, Italian, Filipino and Thai heritage. They have brought with them their culture and their diets which we share in our restaurants which supplement our basic American diets. Even our traditional Native diets are changing to include a mixture of traditional and non-traditional foods readily available in our grocery stores.

As the world continues to be linked together more closely by television, transportation and communications, I believe that with it comes the tendency to act and dress the same. Observe that all cultures tend to dress up with their traditional clothes and props for special occasions, often putting these clothes over their western shirts and pants, which are easier to obtain and inexpensive to replace for everyday use. Yet there are our parents and elders still alive today that remember a time when none of that was possible or even dreamed of.





*Alaska is filled with residents of many cultures including Chuna McIntyre from Eek, **left**, Anita Reutov from Nikolaevsk High School on the Kenai Peninsula, **top**, and some of the Filipino instructors from the Anchorage School District.*

Residents of the circumpolar world are part of an exclusive club whose dues require you to endure the northern winters, according to Mala.

Dr. Mala continues to discuss ways to bring northern people closer together after his keynote address.

The Russian words "glasnost" and "peristroika" have crept into our vocabularies these past few years as the Soviet nation took on a relatively young and well educated leader by the name of Mikhail Gorbachev. Glasnost refers to "openness" and "peristroika" to "restructuring". It is within the context of those two words that a nation is beginning to be rebuilt. I remember just seven short years ago when I first went to Siberia during the Brezhnev years that Russian citizens would pessimistically shake their heads in disbelief that some kind of restructuring could be possible. In fact it was Mr. Gorbachev who first told us when he went into office and before the world knew who he was, that he wanted Alaska and Siberia to work together. It was that verbal wish that broke down the first major barriers for the world to once again connect with this unknown and unvisited land.

One sometimes speculates how we can find peace in the world if we cannot understand one another's languages. Bilingual education not only contributes to one's ability to read books but is intimately connected with keeping peace and insuring the future of our planet.

"Bilingual education is one of the keys to our future as individuals and as responsible citizens of the world."

The Circumpolar World

The world looks at itself in maps from a sideways view. It tends to look at the equator and set the world in perspective from how far we are from that midpoint line. The world of the north tends to take the perspective of looking at itself from the top down. We identify the north pole and quickly observe what nation/states are around it. This gives us our "circumpolar" perspective of the nine nation states we quickly identify with: Canada, the USSR, Sweden, Denmark, Iceland, Finland, Greenland, Norway and Alaska. There is a special chemistry in the north which defies scientific explanation. Northerners have a common geographical, environmental, historical and cultural bond that allows for a certain instant sense of recognition and understanding. The common language of surviving the elements together (including political ones) tend to set us off as a breed apart from the rest of the world population. It is like being part of an exclusive club whose dues require you to endure the northern winters to be part of its recognized members. The common language of endurance and hardship admit you to be counted as a Northerner.

We divide the north into four groups of people: newcomers, transient workers, established settlers and Native peoples. It is within those four groups that each nation state begins to define and characterize its residents and their ""northerness" with terms similar to "cheechako" (a newcomer to Alaska) and

"sourdough" (an Alaskan old timer). The Soviet Union is considered a circumpolar country yet within its own boundaries, they refer to the "north" and the "far north". Most of their population is settled within the southern boundaries of the Russian Federation. Siberia is that land east of the Ural Mountains which stops at the "Far East" which includes the Territories of Khabarovsk, Magadan (and its autonomous region of Chukotka), Kamchatka and Sakhalin. Let's look a little more closely at some other not so well known facts about the Soviet Union.

Today's Soviet Union

To understand the Soviet Union, you must take into consideration that its territory covers one sixth of the earth (22.4 million square kilometers) which includes half of Europe, one third of Asia, has eleven of the world's time zones and stretches 5,000 kilometers from north to south and 10,000 kilometers from east to west. When it is ten o'clock in the morning in Anchorage, it is six in the morning the next day in Magadan and ten at night in Moscow the previous day. They have more than 100,000 large rivers and the main Siberian rivers, the Ob, Lena and Yenisei flow from north to south. The largest Far Eastern River is the Amur which flows into the Pacific Ocean.

In population, they are third (after China and India). They have 20,000 people over one hundred years old and 400 over 120. They have one hundred and twenty spoken languages with five different alphabets. There are 30 indigenous peoples and nationalities in Siberia and the Far East. I have been told that the Siberian-Far Eastern population is about 40 million people including about 15,000 Chukchi Eskimos and 1500 Siberian Yupiks. Russian is understood by 82% of the population.

Moscow has a population of 8,800,000; Leningrad has 4,900,000, Novosibirsk has 1,500,000, and our neighbor Magadan Territory has about 500,000 residents including the autonomous region of Chukotka.

Soviet Education

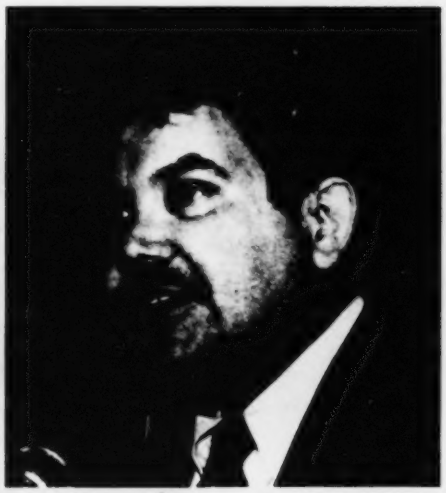
In planning exchanges between our students, it is important to take some time out to plan and compare educational systems. At the present time, the Soviet educational system is under review with the result that one additional year of high school will be added. They have been on a lesson plan system where the whole country uses the same book and is on the same page every day. Virtually everything is done the same in the core subjects with the exception of the teaching languages other than Russian.

At one time Siberian Yupik was in Latin characters but they tell me that students and teachers requested that it be taught using Cyrillic characters and so the language today is written using the Russian alphabet. Dr. Michael Kraus of the University of Alaska Fairbanks has many of the past and present language teaching texts and can show you firsthand the result of that transition.

Any exchange planned has to be well planned in advance. There are many exchanges that are one time events where

"One sometimes speculates how we can find peace in the world if we cannot understand one another's languages."

people get together and meet with one another and wish for peace and harmony but it does not seem to go farther than that. I believe that we should plan long term exchanges of teachers and students that will continue over the years with *all* circumpolar countries. It is not longer acceptable to live alone and isolated if one does not choose to do so. Television, satellites and computers have become our windows to the world which have opened possibilities to us our parents could not even imagine. School districts should support such grass roots efforts



***Right:** Alaska educators like Darby Anderson from the Department of Education and Ray Barnhardt of the University of Alaska Fairbanks were encouraged by Mala to support efforts to teach students to become good citizens of the circumpolar world. **Left:** Dr. Ted Mala encourages close cooperation between Alaska and Soviet educators.*

and teach students not only to become good American students but good citizens of our ***circumpolar*** world.

In closing, allow me to give you some suggestions for becoming more involved in these exciting times.

First, get involved in the Alaska-Soviet Educational Association. This is an association which was begun really at the grass roots level by a number of teachers at the Anchorage School District, and now has spread to Kenai, Soldotna and other places around the state. This group of teachers comes together every month and sits down and has meetings about how to exchange information and students. This group of educators meets once a month in Anchorage, and I'm sure they could be persuaded to extend their efforts to some kind of teleconferencing network if the demand was there.

The group has already arranged for students from Soldotna to head over to Anadir this month to meet their counterparts in the Magadan region. Also, the Russian students will be coming here and spending time our schools. In fact in this month of February, there will probably be over 100 Russian people in Alaska. On the 20th, the first Aeroflot flight coming into Anchorage will bring a number of cultural groups as well as students and teachers, plus political people. Plus our dog expedition . . .sledding expedition with Siberian Native people and Alaska Native people will go across the Bering Straits and will end in Kotzebue, and that will be all beginning this month, sponsored by National Geographic and Dupont. A number of other events in terms of schools and expeditions will also be following up this summer.

Secondly, write and exchange information in bilingual format between circumpolar countries. We should be exchanging materials between our schools. There's no reason you cannot exchange some subscriptions with something that you print with schools over there. Also we have a number of pen pals that are beginning to write to each other from all over the circumpolar world and especially from Siberia to Alaska. The Alaska–Soviet Educational Association can help you get such an exchange started.

I also suggest that in the future you consider making this conference a circumpolar one, where we take the people that are standing around the front of this program and have all of those people stand around all the northern countries around the North Pole.

And I hope some representatives of the North for all those countries will also attend and help start some exchanges in all their areas. By inviting leaders from these other countries who are committed to making such exchanges begin, we will see them happen.

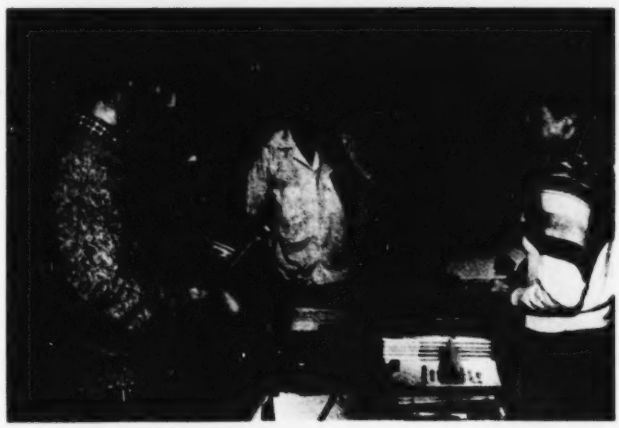
And of course it's important for you to think about going over there and doing the same thing. Each year our Institute of Circumpolar Health Studies sponsors a trip across Siberia to get to meet people, and learn something about their country. Last year we took students from Kotzebue and Barrow as well as health aides, physicians, painters, artists and so on on a goodwill trip across Siberia. The demand is going up and local travel agents are beginning to respond and specializing in this type of group travel.

A reading project is another area to spark interest in the world around us. I mention this because there is a relatively unknown source of free new books for Alaska Natives and people of low income that have only been used by a few villages in Alaska. It is called the Indian Book Program and is run out of Seattle. What they do is have literally tons of brand new books donated to them publishers as a tax write off for them to distribute free to the Native American population. The whole idea is to get people to read more. These include language textbooks as well as art books, technical and fiction books for children as well as adults.

All one has to do is contact the center director in Seattle and send them certification that you are a tribal organization and they will begin sending you books at no charge! You pay for the postage or arrange for them to be put on the barge. You can have two tons of books in your village in no time. Places like Barrow have begun to use this and community members can pick up a new book for a 25 cent handling charge. If you would like further information on this, please contact our Institute for more information.

If we create book exchanges and develop better communications between these great northern areas, then we will be building the legacy that our people will inherit.

I want you to know the excitement I feel about this conference and how I have admired it through the years. My thanks for allowing me to share this time with you. Bilingual education is one of the keys to our future as individuals and as responsible citizens of the world. Congratulations on your dedicated efforts in this. It is through these conferences, exchanges of people and their writings that we will continue to build that legacy which we dream of our children inheriting: pride in our culture, pride in our heritage, and pride in who we are.



Exchanging printed materials is one way to increase contact between circumpolar people.

"Native Pride on the Move"

Conference Speech by Howard Rainer
February 2, 1989

It is a real joy and an honor to be back with you at this prestigious bilingual education conference. Again, I have just returned before coming here from Bethel where I had the marvellous opportunity to work with several hundred outstanding Native students from the outlying villages in that area.

The thing that I have come to realize in my years of teaching and working with Native young people is that there are nine simple effective principles that I have found that really work in motivating our Native youth to discover their own self-potential and possibilities for the the future.

I would like to share with you what I have discovered has a lasting impact in lighting the fire of self-confidence and self-respect in our young people today:

1. I strongly feel that we should afford our Native young people every opportunity to express themselves verbally or in written fashion. I believe that when we allow this to happen within the classroom the thrill of self-confidence will emerge. When a Native young person experiences assurance of what they have said is worthy of praise, their mind and spirit confirms that it is alright to try again, to step forward again and share what is inside them.

2. Every teacher in this audience today should be encouraging varied creativity to take place in the classroom in order that these young people's minds will turn on the light and stir them to think and activate their genius. There are so many outstanding Native youth in this state that are awaiting someone to turn on their light of creativity.

Howard Rainer

3. I strongly feel that we should be teaching our young people that they do have choices in life and that there is a purpose for them on this earth. So many times too many of our young girls feel that getting pregnant is their only future, there is no choice in what the future will bring them, or that drugs and alcohol are the norms of life. We all have choices and we need to teach the youth that all choices, good or bad, have their final consequences in the end. The Native people in this state should have the choice to attain a quality education, they should have the choice to be free from the darkness of alcohol and drugs. They should have the right to be happy in life and in the future they want.

Howard Rainer is a poet, photographer and assistant director of the American Indian Studies Program at Brigham Young University, Provo, Utah.

On cue from speaker Howard Rainer, participants howled like coyotes.

36
55%

4. I have found in working effectively with youth that praise and a pat on the back have great power and influence on a young person's life. My personal philosophy is: "The more we praise, the better we look." Look around your own communities and see how seldom we praise and uplift one another. It is no wonder that negative actions of jealously, animosity and ill feelings prevail. We can change it, by starting first with ourselves.

"Native pride on the move is not about retreating and regressing, but about boldly moving forward with education, creativity and genius."

5. When we provide the atmosphere for positive self-discovery in a young person, the reaction and effect can have profound effects. I share with you the example of one young Native man I met in Bethel yesterday. He went outside during the break and stood in minus forty below weather while I watched him in total admiration and shock! When he came inside I told him that he was not only tough mentally, but that he had the potential to be a dynamite student. All day I watched this young man and finally at the end of the day he came forward and dared to speak to the other students. I was impressed with his effort and he saw for himself that he could stand up and face his peers and that he did have good things in this head to say.

6. Everyone in this room should become an advocate for instilling within the minds and souls of these young people the power of inner faith and spiritual faith. We cannot afford to have a generation of spiritually weak Native people who have no faith in their own abilities, their own people and in God, the great creator of this earth. Faith is the fire within that can help us all get out of the darkness of doubt.

7. The ultimate gift that I feel all of us could share with our Native youth today would have to be the influence and inspiration of daily prayer. Many of these young people do not know or comprehend the great inner power that can come from asking God for help and direction in our lives. If we had more people showing the example of how to pray for our young there would be more stronger youth that could overcome self-defeat and doubt in their future.

8. As educators here at this conference we owe it to these young people by our own example to instill and inspire them with hope for their future, pride in themselves and a desire to want the best in life. We should be the very ones to teach them by our own actions that we value life, revere spiritual values, believe in opportunity and look to the future with hope and vision. One student can be encouraged by our own actions and by the things we say and do in front of them while they are looking at us from the sidelines.

9. In conclusion, educators, teachers, parents and those dedicated in helping our Native young people advance and excel, may we all generate the light to guide the hundreds of Native young people who are searching and seeking self-confidence, self-esteem, and self-respect. It is our opportunity and blessing to be role models of courage, determination and friendship, and to afford our young people the belief that they can reach for the stars, strive for the best and make something of their lives.

Native pride on the move is not about retreating and regressing, but about boldly moving forward with education, creativity and genius. The youth await those that have the lantern of hope. May they see in you love, friendship and commitment to give them reason to try.

Rainer's speech touched the right note with many participants.

"To Successfully Promote World Citizenship, We Must Begin at Home"

Banquet Speech by Janie Leask
February 3, 1989

Good evening. On behalf of the Alaska Federation of Natives and the State Board of Education, I would like to thank you for inviting me to speak this evening.

It is an honor for me to be here among such a distinguished group from so many rich cultural backgrounds. As many of you know, I grew up in Metlakatla before moving to Anchorage. My great-grandfather, David Leask, was one of the five Tsimshian scouts sent from old Metlakatla, B.C. to Alaska to find a new home. My grandfather is also named David, as is my 9-year old son. My grandmother, Lillian John, was a Haida from Klinkwan. My father is Wally Leask and my late mother was Marcella Leask, a proud woman of Irish and German heritage. I'm very proud of my heritage, my ancestors and my family.

I'd like to speak to the theme you've chosen for this year's conference, "Respecting Differences: The Hope for a Global Community". It seems that with enhanced communications technology and greater access to all corners of the earth, our world is getting smaller. With it, our world view is changing. Two hundred and fifty years ago Alaska was not even on the world's map – we had yet to be "discovered". Today, Alaska serves as the cross-roads between Europe and Asia. And, given our position in the Pacific Rim, we will increasingly be in the center of the world's activities during the next century.

The evolving relationship between the United States and the Soviet Union is one example of Alaska's role in our changing global community. For too many years, the location of our state between the Soviet Union and the lower 48 states was recognized as one of strategic importance only from a national security vantage point. It is encouraging to see perspectives starting to change now and to see Alaska gain recognition for efforts to enhance the relationship between these two superpowers.

Janie Leaske

The United States is discovering that from the perspective of promoting peace, Alaska's location is just as strategic – and we can be leaders in this area. Activities such as the friendship flight, cultural exchange programs, trade missions and the upcoming Soviet rock concert are all reflections of Alaska's willingness to take that leadership role. Given our location, we can also be a leader in building more positive relationships – including promoting economic ties – with other pacific rim countries as well.

Janie Leask is a member of the Alaska State Board of Education and President of the Alaska Federation of Natives, Anchorage, AK.

Our location is just one advantage we can build on – the size and number of our diverse cultures is another. This is especially important since in building a global community, our goal is not to create "generic world citizens" but to strive for greater understanding and respect between culturally different peoples. It is our diversity that makes us rich. One-third of Alaska's students in public schools are minority student, including 22% Alaska Natives. Conferences such as this, and the contributions that all of you bring as individuals and representatives of your organizations, push Alaska to the forefront in promoting understanding and respect among peoples of varying cultures.

In order to successfully promote world citizenship, we must begin at home. And, there is much work that needs to be done, especially in rural areas. I will be focusing most of my comments of Alaska natives, but many of the issues I discuss transcend cultural boundaries and are shared by all minorities in their relationship to the dominant culture – whether Hispanic, Black or East Asian.

The department of education recently released the 1987–88 student assessment test results. While recognizing that standardized tests are not the only measure of student achievement, they are a good tool to evaluate how well our educational system is doing.

The recently released statewide student achievement test scores showed that the students in the vast majority of rural school districts tested below the national average in the areas of math, reading, reading comprehension, language arts and problem solving. In 1984, 44% of rural high school classes scored below the 20th percentile and another 33% scored between the 21st and 40th percentiles – levels far below the national norm.

Speaker Leaske says that in order to successfully promote world citizenship, "we must begin at home".

Education for Native students must be improved if they are to reach their potential, according to Leaske. Instructional materials are one method, and Sarah Hanuska-Hamilton, left, Hoyce Shales from the Iditarod School District, and another conference participant review some of the conference offerings.

Last month, AFN released a report on the status of Alaska Natives which showed that educational attainment levels among Alaska Native children fall well below even the norms that the "Nation at Risk" study found unacceptable in their 1983 report.

The unavoidable result of this "less than mediocre" education is that most Native young adults who want to find work will have to move from their villages where there are few economic opportunities to urban areas where they will compete against non-Natives who are far better academically prepared – Alaska's work force is more professionally and technically equipped than the national work force. In 1980, the percentage of the adult non-Native population that had college degrees was five times the percentage of the adult Native population with degrees.

If Native students are to be afforded an opportunity to realize their academic potential, the education they are now re-

ceiving must be significantly improved. and, the responsibility for improving it must be shared by us all - our schools, families and communities.

Last spring, AFN and the state Department of Education co-sponsored a statewide Native education summit meeting. This two-day meeting brought together more than 50 state and local school board members, parents, administrators and educators to discuss Alaska Native education issues and how we can work cooperatively together to make some much-needed changes in our education system.

A goal that participants at the meeting expressed was a collective desire to provide Native students with the "best of both worlds in education." Education that is both academically strong and relevant to village life. It is an education that allows students to make choices for their future – whether they decide to stay in the village and live a subsistence lifestyle, pursue vocational training or attend college.

Many of the recommendations that were made at our May meeting to improve the education of our children center around respecting differences and building on cultural strengths. Participants said that there is a need to integrate Native history and culture into schools; emphasized the importance of bilingual education as a means to provide a base from which to learn; underscored the need for more culturally sensitive teachers and administrators; the need for more Native teachers; the critical importance of early childhood education and the overwhelming need for direct involvement of both the parents and the community in shaping our children's education.

Another report written by the Special Senate Committee on School Performance late last year detailed many of the findings mentioned earlier and underscored the urgency of addressing the shortcomings in our schools. We don't need more studies to tell us that our children are not receiving the quality of education they deserve. We know what the problems are. Now is the time to act.

"We don't need more studies to tell us that our children are not receiving the quality of education they deserve. We know what the problems are. Now is the time to act."

The State Board of Education is taking a serious look at "at risk students" and why so many of our students, especially minorities, are either dropping out or being left behind in our education system.

Among the ways to improve education in Alaska is to respect differences and build on cultural strengths.

During our 1988 retreat, we came up with a series of goals which help set the framework for our discussions:

• The board supports the integration of Alaska Native language and culture and perspectives into the curriculum of elementary and secondary schools. This means, for example, recognizing the many contributions Native people have made to our state.

• In conjunction with this, the board strongly supports the development of a primary language base for our children. We are finding that many of our Native children don't have this base - either in their Native language or English. There are numerous studies which indicate that in order for a child to learn, this base must exist.

• The state board recognizes the importance of having Native teachers, who serve as positive role models in our schools. Currently, Alaska Native students make up 22% of the school population, but only 2.7% of the teachers. We are now taking steps to identify, encourage, and promote the hiring of Alaska Natives in teaching and administrative positions.

• The board wants to know why our students are dropping out of school. In a recently released report by the Juneau School District, statistics show that the drop-out rate among Alaska Natives has reached 63%. While the drop-out rate is much lower in our rural schools, it's unacceptably high in urban schools. Why is this? What can we do as parents, teacher, and policymakers to correct situation?

At the most basic level is our children's self-esteem. Students, like adults, need to feel good about who they are. They need to feel they count . . . that they're important. As institutions of learning, our schools need to reinforce and build on our strengths. . . Pride in heritage is certainly one of those strengths. We need to convey to our children that their culture and heritage are important . . . both to them as individuals, and to us as a state.

How do we accomplish this? We all have a role and a responsibility whether we are school board members, administrators, teachers, policymakers, or parents. If we expect to improve the quality of education and opportunities for our children, it will take all of our collective efforts and attention.

"Alaska native students make up 22% of the school population, but only 2.7% of the teachers. We are now taking steps to identify, encourage, and promote the hiring of Alaska Natives in teaching and administrative positions."

The challenges we face are not easy ones. In these times of a rapidly changing western culture, it is not always easy to understand the changes which are taking place in our own cultures. Yet, as a parent of a 9-year old, I have high hopes for my son David and other children of his generation. For although the world has gotten increasingly smaller since the days of my great-great grandfather due to the incredible technological changes we've seen and experienced, I feel comfort in knowing that my son has a strong foundation on which to build and from which to meet those challenges. That foundation comes from knowing who he is and being proud of his rich heritage.

Let us work together to build that strong foundation for all of our children.

AFN President Janie Leaske says that pride in heritage is one way to build self-esteem. Marie Mead shows one example of pride in the form of traditional beading.

Student Strand

One student participant is interviewed by an Anchorage TV station.

Wednesday, February 1

Effective Games & Exercises in Building a Positive Self Image
1:30 – 3:00 P.M.

Improving Language Skills and Self-Esteem Through a Cultural Writing Project
3:15 – 4:45

Five Lake and Peninsula students discussed the benefits gained while participating in the district's cultural writing project. Improvements were noted in feelings of self-worth and increased language skills.

Ronald Jones
Students

Student Dance
8:30 – 10:00 P.M.

Both college and high school students attend the conference.

Thursday, February 2

Circumpolar Health Careers–You and Your Northern Neighbors
9:15 – 10:45 A.M.

Discussion of northern health problems, the need for Alaskan students to prepare in the health sciences for careers of international, national and regional significance. Discussion of what may be important skills in the future.

Ted Mala

US/USSR Student Exchange Program
11:00 A.M. – 12:30 P.M.

Impressions of the Soviet Union and its people were shared by students and an adult leader who participated in a student ambassador program for three weeks last summer. The program included slides, scrapbooks and reminiscences of an itinerary that led from Moscow to Kiev, Odessa, Kishinev and Leningrad.

Karma Nelson
Karen Cantillon
Crystall Crouch
Dawn Sheve
Christina Moll

How to Build Self-esteem and Self-Confidence Among Native youth.
2:30-4:00 P.M.
Howard Rainer

University Visitations–APU & UAA
2:30 – 6:30 P.M.

Friday, February 3

About Geese and Lots More

9:15 - 10:45 A.M.

Participants were told of wildlife education materials that are available, and how to schedule outdoor workshops and tours.

Janet Ady

Student Foreign Exchange Programs–The World Is Your Oyster

11:00 A.M. – 12:30 P.M.

This panel presentation presented exchange opportunities for students. Both students and program representatives shared information.

H. Sally Smith
Kita Coelho
Sara Oefting
Mike Travis
Annie Calkins

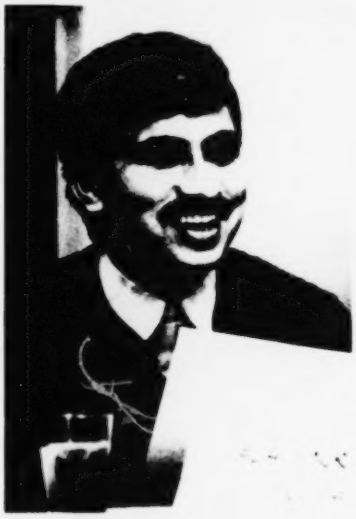
Student Round Table: What We Have, What We Want–Present and Future of Bilingual/ Bicultural Education

3:45 P.M. – 5:15 P.M.

Connie Munro, Facilitator

Student Wrap-Up Meeting

5:15 – 5:45 P.M.



Special workshops and tours were organized specifically for the younger conference participants.

Fifth Annual Student Essay Contest

1989 Theme

"Respecting Differences: The Hope For A Global Community"

Left: *The winners of the student essay contest being announced by Lucille Santos, education assistant in the Office of Basic Education.* ***Below:*** *David Kalugin from Nikolaevsk High School reads his winning essay.*

The Grand Prize Winner $100.00
Monica Lisa Issac
Tok High School

Best Essay-High School-Grades 9–12 $50.00
David Kalugin
Nikolaevsk High School

Best Essay–Middle School–Grades 6–8 $50.00
Sarah Rigby
Kotzebue Middle School

Best Essay–Elementary–Grades K–5 $50.00
Philip Mok Chung
Seward Elementary School

Grand Prize Winner

Monica Lisa Issac

Age: 16
Grade: 10
School: .....Tok High School
Principal: .....Doug Hosken
Bilingual Instructor: .....Gundl Rundquist

People are different. Yet people are the same. It is in our differences and in our sameness that we find our *human-ness*, our humanity.

The way we learn to live in the world as we grow up is our *culture*. Each of us actually has not just one culture, but two, three or even more. We have one culture as a member of a racial or ethnic group, but we also have a culture as a member of a particular family. As we grow older we develop a kind of individual culture all our own. The way these cultures are expressed in the choices and decisions we make, the way way we live and things we do and say is called *lifestyle*. Our differing cultures and lifestyles make us different. Yet, as human beings, we are also very alike. Often times we look so long and so hard at the things that make us the same.

The differences and similarities between people are emphasized by grand prize winner Monica Lisa Issac.

"The fact that we all need the same material things to be physically content, and the same psychological things to be emotionally happy, should be the great unifier of mankind."

Every human being in the world has the same basic needs. We have physical needs, such as the need for clean air, water and food, and the need for warmth, shelter and safety. But we also have great needs that are not so obviously physical.....these needs are mental or emotional. Every human being needs to know that they belong, that they are valued by others. Each of us needs to feel that we are accepted by others who are important to us. We must find meaning in our lives, by feeling that we are an important part of something larger than ourselves. We need to feel somehow *connected* to the rest of the world, and to life itself. And we need to feel that what we do ***does*** matter, and that we have power to be in control of our own lives.

The fact that we all need the same material things to be physically content, and the same psychological things to be emotionally happy, should be the great unifier of mankind. The realization of our sameness, our oneness, should make our differences seem small and unimportant. It should also help us

place into perspective the cultural differences that too often seem to separate us. Because every human being longs to live a healthy, happy and meaningful life, and needs the same things to make that dream a reality, we should all be able to understand that our cultural differences simply make us all richer, by giving our lives greater variety and diversity. It is in learning to value and respect our ***differences*** because we understand our ***sameness*** that we find our hope for a world-wide community of healthy, happy people.

Problems between groups of people, like problems between individuals, all come from the same two things: a lack of mutual respect, which itself comes from a lack of mutual understanding, and a lack of ability to communicate what we truly feel. Understanding our ***oneness*** as human beings will help us grow in mutual respect. And understanding our cultural ***differences*** will also enhance our mutual respect, and enable us to improve the way we communicate our thoughts and feelings with each other.

We no longer live in a world where one race or culture can claim superiority over other. We live in a multicultural world, filled with people who look, speak, worship, eat, dress and think differently. Yet, we are all the same, because we all have the same physical and emotional needs. And we all share this same planet as our home, a planet which a rapidly advancing technology is making smaller every day.

"It is in learning to value and respect our differences because we understand our sameness that we find our hope for a world-wide community of healthy, happy people."

Technology, however, has given us also the power to destroy all life on our planet. As nations, as groups, as families and as individuals, we shall either destroy each other, or learn to live together. The only way to learn to live together is to learn to respect our differences, by understanding our sameness. Mutual respect and growing communication, these are our one great hope for a global community. Uniting all of our differing cultures into a world-wide brotherhood of man.

"We all share this same planet as our home," the grand prize winner wrote.

Best Essay

High School

David Kalugin

Age: 17
Grade: ..... Senior
School: ..... Nikolaevsk High
Principal: ..... Bob Moore
Bilingual Instructor: ..... Pavel Egeroff

I think in order for the human race to exist, have peace and continue our social development humans have to settle their intolerances of each others color, race, sex, language, religion or any other discriminatory behavior, to solve problems that affect all humans, like environment, diseases, and war.

Racial discrimination has caused many dilemmas throughout history. The Civil War in the U.S. was fought partially over the color of a man and his rights. Apartheid in South Africa still exists. I think that racial prejudice and racial discrimination is still strong throughout the world.

Religious discrimination is an immense problem! We had wars that were fought over because of religious differences. In Northern Ireland people cannot resolve their differences because they are affiliated with different churches.

"If we are able to respect each other's differences and help one another, this world just might be a pleasing place to live."

We need a global community to work together in solving problems. Aren't we all fearful of a nuclear holocaust? Survival of humanity after a nuclear war is questionable. U.S., USSR and other countries should try everything to reconcile their differences and destroy the armaments that are jeopardizing our existence.

Some of the instructors from David Kalugin's Nikolaevsk High School.

Environment is also a big issue. We have to preserve the balance of nature intact. Upsetting one part of the wheel and the human race just might get obliterated. We also have to stop demolishing our ozone layer with pollution. If not, eventually we will overheat or the ultra-violet rays will annihilate our crops, animals, and generate skin cancer in people.

"Respect is a necessity for our existence!"

AIDS, cancer and other diseases. What can we do about them? We can try to deplete AIDS by education. Let the people know what AIDS can do and how it's spread. Only in a global community will we be able to educate people about diseases, how they are transmitted, and protection against them.

Why do we need respect? It's impossible to get everybody to believe in the same religion and to be of the same color. People have to respect others that are of a different religion, race, or color. If we don't, we won't be able to work together to solve the problems of the world like nuclear holocaust, diseases, environmental pollution, hunger, and natural disasters.

If we are able to respect each others differences and help one another, this world just might be a pleasing place to live. I think respecting differences will guide us to peace and harmony between different communities and we all will be able to benefit by working together to solve the problems that transpire or terminate others from occurring. Respect is a necessity for our existence!

David Kalugin emphasizes respect between people in this prize winning essay.

Best Essay

Middle School Grades 6–8

Sarah Rigby

Age: 13
School: ..... Kotzebue Middle School
Principal: ..... Pam VanWenchel
Bilingual Instructor: ..... Agpik Robert Mulluk, Jr.

No one is the same. No two people in this world are alike. Everyone is different. Respect is important. Respect others different from you. Admire them for the good things about them. Don't form opinions about others before you get to know them. If someone is different, don't make fun of them. Understand, and have good thoughts of those different from you. Don't hold things against them. Keep all of your thoughts positive, not negative.

Education brings people together. It helps you to be a better person. To understand more without education, this world and its people would be going nowhere. With education, I believe it ***is*** going somewhere. Education makes us work together and learn together, why we are all so different from each other.

"For a better world, it's up to us . . . to respect each other's differences. . ."

What would happen if everyone in this country, everyone in this world hated or dislike everyone else because they were different from himself? No one would have any friends. Everyone having bad thoughts. Constant war, and no peace anywhere. If we want to have a world, we have to work together as friends and neighbors to make it that way.

Maybe this paper can help people understand even further about the world and respecting differences.

For a better world, it's up to us, the people, to respect each other's differences, and to have a global community.

Thriteen year old essay winner Sarah Rigby writes, "Don't form opinions about others before you get to know them."

Best Essay

Elementary Grades K–5

Philip Mok Chung

Age: 8
Grade: 3
School: .....Seward Elementary
Principal: .....Roger Sampson
Bilingual Instructor: .....Barbara Stirling

Respecting is appreciating a favorite something about people. People can speak different languages, have different handwriting, have different faces, wear different clothes and have different animals. People need to be different to be special. We need to respect that special difference in all people.

A community is a neighborhood. A global community is a world neighborhood. Community means you want to talk to everyone and you can talk to everyone.

"People need to be different to be special. We need to respect that special difference in all people."

We can talk outside, write a letter or talk on the telephone. We can listen to the radio and watch television satellites bounce telephone, television and radio waves all over the world.

It will be nice when people talk to their world neighbors with respect.

"People need to be different to be special", eight year old essay winner Philip Mok Chung writes.

Alaska Department of Education

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